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ABSTRACT

The study is concerned with the career education provided for exceptionally gifted and talented students in Illinois, is exploratory in nature, and adheres to the descriptive survey method. Following a review of related literature, results of the reports and opinions were gathered from educational administrators by questionnaire and interviews. Major conclusions are these: (1) Literature indicates that 1966-76 was a period of increased interest and activity in both career education and the education of exceptionally gifted and talented students, but not until the end of the decade does the literature reflect much concern for differentiated career education experiences for these students. Current programs and practices in this area are few in number and tend to be isolated. Virginia, North Carolina, and Florida appear to be leaders in providing these students with differentiated career education programs. (2) Interaction between educators primarily concerned with career education and educators primarily concerned with educating the exceptionally gifted and talented students is insufficient to achieve cooperative programs or integrate their efforts. Practices found to be most effective with these students are identified. The questionnaire and interview guide are appended, and educators' responses are listed in tables. Six recommendations based on the findings and conclusions are made to the Illinois Office of Education. (TA)

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A F I N A L R E P O R T

of

AN EXPLORATORY STUDY OF PROFESSIONAL OPINIONS AND CURRENT PRACTICES REGARDING CAREER EDUCATION FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS

A Project Supported by
The State Board of Education
Illinois Office of Education
Department of Adult Vocational and Technical Education
Research and Development Section

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July, 1976

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ABSTRACT

During the decade 1966-1976 Illinois gained an outstanding reputation for its efforts and achievements in the areas of career/vocational education and the education of exceptionally gifted and talented students. The study reported here was concerned with the career education provided exceptionally gifted and talented students in Illinois.

The study was exploratory in nature and adhered to the descriptive survey method. Following a review of related literature, reports and opinions were sought from knowledgeable educators by questionnaire and interviews. The results of these inquiries warrant these conclusions:

1. The literature indicates that throughout the United States the past decade (1966-1976) has been a period of increased interest and activity in both career education and in the education of exceptionally gifted and talented students. However, it is mostly near the end of the decade that the literature reflects much concern for differentiated career education experiences for exceptionally gifted and talented students. Current programs and practices in this area are few in number and tend to be isolated. Three southeastern states, Virginia, North Carolina, and Florida, appear to be leaders in providing exceptionally gifted and talented students with differentiated career education programs.

2. Those exceptionally gifted and talented students in Illinois who participate in career education activities generally do so as part of programs and practices offered to <u>all</u> students. Very few differentiated career education programs and practices are provided for these students.

3. The interaction between those educators primarily concerned with career education and those educators primarily concerned with educating the exceptionally gifted and talented students is insufficient to achieve cooperative programs or an integration of their efforts.

4. Those practices which seem to be the most effective in providing career education experiences for exceptionally gifted and talented students feature:
   a) independent learning,
   b) flexibility in scheduling and assignments,
   c) extensive use of community settings and field resource people,
   d) greater in-depth experiences than those provided most students,
   e) hands-on experiences,
   f) cooperative planning involving students, parents, teachers, and resource persons,

g) planned and sequenced, rather than random experiences,
h) students assuming considerable responsibility for their learning,
i) individualized instruction and counseling, and,
j) special career reports, field trips and career days.

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I. INTRODUCTION TO THE REPORT

The Problem Area. During the past decade (1966-1976) extensive efforts have been made in Illinois to provide career/vocational* education programs which satisfy the needs of students (K-12) and their community. Similarly, in a special attempt to help students, efforts have been made to serve the unique needs of highly gifted and talented students throughout Illinois. In many of the state's school districts the old contention that the bright students "will get by anyway" is no longer held as a guiding principle. Indeed, the State of Illinois has an outstanding reputation for leadership and achievement in these two areas. However, both in Illinois and throughout much of the United States, these two areas appear all too frequently to have followed, if not a course of the "twain shall never meet," then at least one lacking an integration of experience. The adequacy of career education currently provided exceptionally gifted and talented students, therefore, is questionable. (Ellis, 1975).

In the recent past, values, attitudes and opportunities regarding the world of work have changed considerably. They will undoubtedly continue to change. The need for career education for

*A major concern of the study was career education as a broader concept than vocational education; however, the vocational education point of view is represented by contributions from the literature and questionnaire and interview respondents.

all students has increased. In terms of benefiting both the individual and society, it can no longer be assumed that exceptionally gifted and talented students will "make out all right" in the world of work or that traditional college preparation is all that they will require as assurance of career entry and success. While the body of knowledge and field experience in the areas of career/vocational education and education of exceptionally gifted and talented students has expanded noticeably during the past decade, there remains a need to determine how this knowledge and experience is being or may be used to provide career education for exceptionally gifted and talented students. Thus, the exploratory study reported here sought to identify the knowledge and practice in these two areas as these areas "intersect" or "overlap" in the form of programs and practices.

The Problem.

1. What current programs, practices, issues and problems do educators report regarding career education for exceptionally gifted and talented students?

2. What opinions, suggestions and recommendations do educators report concerning career education for exceptionally gifted and talented students?

The Objective. The study was intended to be exploratory in nature and, the data permitting, to result in a report designed to:

1. Present a synthesis of the literature related to the problem area.

2. Describe the status of related programs and practices in Illinois schools.

3. Present and discuss the opinions of selected theorists and practitioners regarding needs, programs, practices, problems, and recommendations concerning career education for

exceptionally gifted and talented students in grades Kindergarten through twelve.

4. Identify programs and practices operating in the field which might be used for demonstration in pre-service and in-service teacher education.

5. Recommend specific programs and practices for adoption in designated educational settings.

The Design and Procedures. The study adhered to the descriptive survey method and extended from the fall of 1975 until the spring of 1976. A conference was held in July of 1976 to disseminate the results of the study and to stimulate further research and program development.

The population of the survey consisted of persons serving as (1) directors of area vocational education centers and area gifted education service centers in Illinois; (2) administrators of Illinois special education districts and cooperatives; (3) administrators of Illinois university special education teacher education programs; (4) district gifted and vocational education reimbursement program directors in Illinois; and (5) a small number of persons identified as being especially knowledgeable in either or both career education and education of the gifted. Some persons in the last group were from outside of Illinois.

Following a review of the related literature, which included an ERIC computer search, a questionnaire (see Appendix A) and an interviewing guide (see Appendix B) were developed. The questionnaire was sent to all accessible persons (645) in the identified population. Additionally, 102 of these persons were chosen to be interviewed. Interviewees were selected to provide representation from the four categories of the study's population and from geographic sections of Illinois. The method of selection did not follow strict random selection procedures.

The questionnaires were distributed in January. Interviews were conducted mostly in person but sometimes on the telephone and generally ranged in duration from fifteen to forty minutes. Most of the interviews occurred in January and February of 1976.

Questionnaire responses were computer processed using the Statistical Program for Social Sciences (SPSS) and were treated in terms of numbers and percents of responses to items. Data were analyzed and presented as a composite of responses and also for each of four characteristics of those responding.

Interview responses were summarized, analyzed, and presented as a composite in terms of answers to the questions appearing on the interview guide.

It should be noted that the study was exploratory by nature, restricted primarily to Illinois and that the data were obtained almost exclusively from reports found in the literature or from self-reports presented in a response to a questionnaire or a peronal interview.

Operational Definitions. Throughout the study the following terms were used operationally as defined below:

The Gifted and talented Student (Hoyt and Hebeler, 1974) - gifted and talented children are those students identified by professionally qualified persons, who, by virture of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

1) General intellectual ability
2) Creative or productive thinking
3) specific academic aptitude
4) Leadership ability
5) Visual and performing arts
6) Psychomotor ability

Differentiated Education for the Gifted-(Hoyt and Hebeler, 1974)- Differentiated education is that process of educational instruction which is adaptable to varying levels of individual learning response in the education of the gifted and talented and includes but is not limited to:

1) A differentiated curriculum embodying a high level of cognitive and affective concepts and processes beyond those normally provided in the regular curriculum of the local educational agency;
2) Instructional strategies which accommodate the unique learning styles of the gifted and talented; and
3) Flexible administrative arrangements for instruction both in and out of school, such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, and other appropriate arrangements.

Career Education (Hoty and Hebeler, 1974)- Career Education is a systematic attempt to increase career options available to individuals and to facilitate more rational and valid career planning and preparation. It:

1) facilitates the acquisition, processing, and integration of information by the individual;
2) enhances the decision-making process;
3) provides alternatives for action through programs that are designed to equip the individual with skills to start his or her career; and
4) provides for continuous recycling of information, decision-making, and action through retraining and upgrading of skills.

Career education includes all productive activity which is salaried or non-salaried, extending throughout life.

Program is a series of organized experiences characterized by planned scope, sequence, content, materials and activities designed to achieve specific goals.

Practice is specific action performed to attain intended outcomes.

II. REVIEW OF RELATED LITERATURE

Introduction to the Review. A major task of the study was to determine the status of career education programs and practices for exceptionally gifted and talented students as reflected by the literature.

The literature reviewed and summarized below and on the following pages includes descriptions of programs and practices; opinions and suggestions; and, to a much lesser extent, reports of research and evaluation. All material reviewed appeared in the literature between the early 1960's and the middle 1970's. The review also includes literature directly related to the problem area of this study, (i.e., the "interface" or "overlap" between career education and the education of exceptionally gifted and talented students). The review also includes literature indirectly related to the problem area, i.e., either career education or education of exceptionally gifted and talented students presented independently of each other.

The review is presented as a report of key terms, descriptions of programs and practices, and opinions and suggestions from professionals with interest in either one or both of the areas of the study. A general summary concludes the review.

Report of the Review. In Hands on Career Exploration for Bright Students, Stovall defines career education as "a process through

which students gather information about themselves and the social and economic environment as a basis for determining their life-styles," (Stovall, 1972, vii). More specifically, Kenneth Hoyt quotes Dr. Elizabeth Simpson, U.S. Office of Education, "Career education is education for a profession or other occupation demanding special preparation. Education for a career includes the idea of preparing for educational advancement. It has the following components--orientation to the world of work; knowledge concerning occupational possibilities and career ladders; occupational skills and related knowledge and abilities; attitudes conducive to educational responsibility; moral and ethical values related to career choice, occupational performance, and the social and economic implications of the career field; knowledge and abilities related to general employability--personal development, human relationships, nutrition, consumer education, management of resources, and responsible parenthood" (Hoyt and Hebeler, 1973, 23). Career education thus becomes a preparation for the many and varied responsibilities one may face in life; it broadens from the more traditional "vocational education" to education for adult productivity, whether salaried or not.

Determining who is the gifted learner is perhaps more difficult than the definition of the concept of career education. Hoyt, realizing the magnitude of the problem, offers several definitions. One, based on Terman's longitudinal study of gifted students, relies on characteristics: "Strong abilities in abstract thought; the average gifted child masters the subject matter 40% above his chronological age; preference is for professional, semi-professional, artistic, public service and agricultural occupations" (Hoyt and Hebeler, 1973,83). Another definition comes from the

U.S. Office of Education: "Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contributions to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: (a) general intellectual ability; (b) specific academic aptitude; (c) creative or productive thinking; (d) leadership ability; (e) visual and performing arts; (f) psychomotor ability" (Hoyt and Hebeler, 1973, 85). Therefore, to formulate a definition of career education for the gifted is to overlap the two concepts. In brief, one might say career education for the gifted involves the identification of children capable of high performance in any of several talent areas and their preparation for the responsibilities of adult life commensurate with those special abilities.

In the "1972 Annual Report to the U.S. Commission of Education," it was estimated that by 1975 there would be a total of 4.5 million unskilled jobs in the U.S. economy and that 3.5 million unskilled young people would enter an already overflowing market. Every year nearly 2.5 million students leave the formal education system without specific job skills (Annual Report, 1972, 45). A percentage of this group is gifted and talented; yet, gifted students who have had little or no career guidance and who enter the job market unarmed with specific skills, experience the same frustrations and failures as any other unprepared workers in a rapidly changing economy.

It is estimated that there are from 1.5 to 2.5 million gifted young people, out of a total of 52 million youths in America (Annual Report, 1972, 80). Because a common attitude prevails that gifted youngsters can make it on their own, these students often receive less career guidance than non-gifted students. However, research has shown that the gifted often have a wide range of interests and abilities, and thus guidance regarding prospective career choices is equally, if not more, necessary for the optimum development of these students as compared with other students. Four separate studies by Watley underline the need for career direction in the gifted students' program. In the first study (Watley, 1970), 3,089 National Merit Scholars were evaluated on degree of scholastic attainment, educational aspirations, stability of career plans and clarity of long-range goals. Over half of them had changed career plans once, and most of them said they would still plan a different career. The study found that the Scholar's satisfaction with career progress appeared to be related to clarity of long-range career goals and enjoyment of career. The second study focused on 28,800 students in the top 25 percent of National Merit Scores. Based on comparison of career plans in eleventh grade to career plans 2½ years later, Watley concluded that a significant number of students changed career plans (Watley, 1971). In 1957 and 1963, an assessment was made of variability in career progress of highly gifted students 7 to 8 years after they entered college; 1,014 males and 368 females were studied separately. Precollege plans were shown to be a poor indicator of amount of education completed. Additionally, more Scholars were found to have raised rather than lowered their aspirations (Watley, 1969). The fourth study was an attempt to trace the

stability of National Merit winners' plans over a 9-year period (1956-65), 2,858 men and 1,079 women took part. Results indicated that a significant sample of men changed from the physical sciences to the humanities career fields. As the study continued, women became increasingly undecided about their careers (Watley, 1968). The specific tendency of gifted women to lose direction in their career choice was found in other studies reported later in the review presented here.

An investigation of the various factors of vocational and career preference offers another means of evaluating the need for career education. Krippner studied 351 seventh and eighth grade boys and girls on frequency of vocational preference and influence of vocational choice. It should be noted that vocational and career choices were usually clearly defined by 11.4 years for the female and 12.5 years for male (Krippner, 1961). Thus, when career education is planned, early planning in the grade schools and junior high must be considered. Another study by Rothney, Mowesian and Heath defined the pattern of career choice and fathers' occupations; 142 high school students were surveyed. The study showed that superior students whose father was a professional tend to choose a professional level career (Heath and Mowesian, 1966). Thus, it was concluded that career education is inclusive of environment and should utilize this factor.

Issacs (1973) discussed the fact that the gifted child sets many goals early and may have a difficult time in making a career selection. She reported that job histories of the gifted illustrate this

characteristic indecision and that there is a common pattern of multiple changes in career direction. She further noted that, often, the gifted students who are interested in trade careers are counseled out of these areas; this may lead them to move from job to job in search of a satisfying vocation.

One study noted that many gifted students may not even complete the college education for which they were prepared. In a study by Wiegman of junior college attrition rates, 60% of the students enrolled in a two-year junior college program did not complete their studies (Wiegman, 1963). Similarly, a study by Sewell estimated that in 1962 of 1,000 highly talented seniors, slightly less than 250 would graduate from college (Sewell, 1963).

The above reported studies and discussions employed several indices which point to the need for career education for exceptionally gifted and talented students. They indicate that: (a) these students are making career choices, only to change plans, delay education and drop out of the educational system; (b) career goals are influenced by fathers' occupations; and (c) gifted students make career decisions at an early age. In addition to these findings, Watley's investigation found that an increasing number of women become undecided about careers; thus, he focused on a serious problem of gifted women. Groth did a cross-sectional study of 361 gifted males and females ranging in age from 10 to 70 ("Gifted" was defined as achieving 130 or higher in the Stanford-Binet test.) After comparing male/female need levels, Groth concluded that the years from 14 to 40 are traumatic for women, as this is the period when the suppressed cognitive needs surface (Groth,

1969). Vetter stated that society has not recognized the norm for new vocational/career roles for women, and called for replanning of vocational guidance for girls (Vetter, 1970). In a study of self-concept, Krippner interviewed 27 boys and 13 girls between the ages of 8 and 14. Fewer girls mentioned any vocational interests, and clear cut sex difference in choices between science and art was defined (Krippner, 1970). In another study, Krippner noted that girls see little correlation between parents' career and their own career choice; in contrast, 12% of the boys saw a correlation (Krippner, 1961). Finally, in Astin and Nichols' survey of 250 male and 250 female college seniors of high ability, factors identified as contributing most substantially to career choice by women were altruism and personal comfort, as compared with prestige the predominant factor affecting men's choices (Astin and Nichols, 1964). Thus, the motivation for career selection was found to be more closely identified to the self in women than in men. It would thus appear that different attitudes, factors, and needs affect career choice by gifted women than gifted men; therefore, the need for differential planning for women in career education adds to the complexity of the task for this sub-group.

Once needs for a program of career education for the gifted and talented students have been verified, the next question becomes, What will this program do?" Stovall stated that through career education, the student will be able to: (a) identify his interest, aptitudes and abilities and compare these with possible alternatives for using human and material resources in the pursuit of goals within and beyond the school environment; (b) describe the knowledge and skills attained

through an 'interlocked' or interdisciplinary curriculum that will prepare him for realistic career decision-making; (c) identify personal constraints and restraints that he will encounter in attaining career goals; (d) recognize that graduation is the attainment of a level of proficiency which enables a person to pursue career goals (Stovall, 1972, viii). She continued her assessment of career education with an identification of its components, including such aspects as career awareness, self-awareness, decision-making skills, appreciation of work and a good attitude toward the world of work, enjoyability skills and employability skills (Stovall, 1972). Hoyt examined career education through definitions of goals for both the gifted student and the teacher of career education for the gifted. He stated that a student should be able to: (a) set his own goals for exploration of work within the parameters of self; (b) probe possibilities which offer aspects of interest or arouse curiosity; and (c) learn substantive material concerning career content. (Hoyt and Nebeler, 1973, 274). Before developing a method of career education, the instructor must examine his own goals. Hoyt suggested that these should enable the teacher to: (a) know the career implications of his discipline; (b) identify the motivation activities to reveal these implications; and (c) encourage students to engage in exploratory activities relative to career implications (Hoyt and Hebeler, 1973, 274).

The methods of teaching career education vary from a short booklet to be read and evaluated by essay tests to the utilization of community resources for career exploration. Loeffler offered a method of career analysis in booklet form. The booklet may be completed in a

two-hour session (Loeffler, 1974). In Career Education Motivation Guide, prepared in Lorain, Ohio, developmental tasks such as the following were presented: (a) creation of a better understanding of people working to improve society, (b) the relation of a hobby to an occupation, (c) the analysis of the personal meaning of work to each person, and (d) the recognition that technology demands continuous training (Career Education, 1973). Church described a school co-op which encourages career exploration (Church, 1973) and Simpson reinforced the idea of the home as a work center (Simpson, 1974). Through the use of inquiry training, Stovall defined career clusters and helped students identify requisite skills and experiences for various occupations (Stovall, 1972). Broedel used the television media to observe group counseling sessions with gifted students and found that counseling techniques had a positive effect on self concept and achievement. Finally, Penellie stressed the importance of planning beyond the classroom activities for the gifted and applying experiences to realistic vocational choices. He described a program in Hampton, Virginia where eleventh and twelfth graders worked side-by-side with NASA engineers for six weeks. Student evaluations showed that the program had an identifiable effect on career choices (Penellie, 1973). Thus, these writers reported that the possibilities for teaching or exploring career education for the gifted and talented can be as narrow as a booklet or as wide as the world.

Summary of the Review. Although there exists a large volume of literature concerning career education and the education of exceptionally gifted and talented students, very little of it describes areas as

"overlapping" or as being part of the same effort.

The literature consisted mainly of descriptions of programs and practices, clarifications of concepts, and opinions and suggestions. Much of the literature was, by nature, subjective and based on conjecture or very limited experience. Frequently, the literature lacked depth of explanation and was based on little or no research. The most comprehensive treatment of career education for exceptionally gifted and talented students is found in Career Education, Kenneth Hoyt and Jean Hebeler, 1973.

While literature of the mid-seventies indicates an increasing interest and concern in providing career education for exceptionally gifted and talented students, it also reflects the existence of few (and isolated) differential career education programs and practices for these students. Virginia, North Carolina, and Florida would appear to be the locale of especially promising curricula trends and programs for providing career education for exceptionally gifted and talented students.

From the review, the following generalizations are presented regarding career education for exceptionally gifted and talented students:

1) There is a general recognition of the need for programs and practices in this area.
2) There is an increasing interest in this area among educators.
3) Currently, very few programs and practices are operative in this area.
4) Three needs which are apparent from a study of the literature are:

    a. a need for cooperative leadership and support for work in the area of career education on the part of educators of gifted students and concerned community persons.
    b. a need for developing staff with competencies to develop and deliver programs in this area, and

c. a need to develop materials, community resources, and instructional techniques to facilitate individualized teaching in this area.

III. REPORT OF THE FINDINGS

Introduction to the Findings. The results of the study are presented first for the questionnaire and then for the interview.

A questionnaire (see Appendix A), designed to obtain from educators in the field reports of observations and/or opinions concerning career education programs and practices for exceptionally gifted and talented students, was sent to 645 persons in the identified population. Interviews, based on an interview guide (see Appendix B), were held with 102 knowledgeable educators in order to secure in-depth data about career education for exceptionally gifted and talented students.

Questionnaire results are reported as a composite of responses and are further discussed in terms of characteristics of those responding. The interview results are presented as generalized responses to the questions on the interview guide. Lastly, the responses to the questionnaire and the interview are reviewed for comparisons, patterns and trends.

Questionnaire Results. Two-hundred and sixteen, or 33.4% of the 645 questionnaires distributed to teachers, administrators and a small group of college educators were completed and returned. The respondents' professional position, primary professional affiliation and the level at which they perform most of their services appears in TABLE I. Approximately two-thirds of the respondents reported themselves to be school administrators while most were employed in grades Kindergarten through twelve. In terms of professional affiliation, more respondents identified themselves with special education than any other specific field; however,

TABLE I

CHARACTERISTICS OF RESPONDENTS
TO THE QUESTIONNAIRE

N=216

Characteristics of Respondents	Number--Percent Responding	
	No.	%
Professional positions of the respondents:		
a teacher	25	11.6
an administrator	136	63.3
a teacher and administrator	10	4.6
other	40	18.6
a teacher and other	2	0.9
a teacher, administrator and other	1	0.5
unanswered	1	0.5
Level of respondents' major professional responsibilities:		
Grades K-6	41	19.1
Grades 7-12	42	19.5
Grades 13-14	2	0.9
University	9	4.2
Other	58	26.7
More than one of the above	63	29.3
Primary professional affiliation of the respondents:		
state agency	24	11.1
university	11	5.1
junior college	1	0.5
"gifted" service center	28	13.0
"vocational" service center	18	8.3
special program for gifted students	62	28.7
special program for career education	31	14.4
"special education" activities	21	9.7
other	83	40.7

those working directly in the areas of vocational/career education and education of the gifted appeared to be about equally represented among the respondents.

Questionnaire responses regarding the status of career education programs for exceptionally gifted and talented students in Illinois appear in TABLE II. Approximately four out of each five respondents reported that they did not have first-hand knowledge of school settings in which differentiated career education programs were provided for exceptionally gifted and talented students. A similar response was given concerning:

1) efforts to assess career education needs of these students;
2) special preparation for teachers to provide differentiated career education for these students;
3) the development of special materials and resources for use in providing career education for these students;
4) the effectiveness of career education programs for these students, and
5) plans to implement differentiated programs in career education for exceptionally gifted and talented students.

It should be noted that nearly one-half of the respondents reported an awareness of situations in which exceptionally gifted and talented students experience career education in an undifferentiated, incidental and/or unplanned manner.

In TABLES IIA, IIB, IIC and IID data are presented which permit a comparison of the responses given by teachers and administrators to items related to the above concerns. Additionally, these tables permit a comparison of the responses of those respondents working mostly with grades Kindergarten through six and those respondents working mostly with grades seven through twelve. While no important differences appear in the responses of these groups, the educators working with grades seven through twelve reported a pattern of responses that indicated

TABLE II

COMPOSITE OF
RESPONSES TO THE QUESTIONNAIRE
REGARDING THE STATUS OF CAREER
EDUCATION PROGRAMS FOR EXCEPTIONALLY
GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=216

	Responses*			
	Yes		No	
	No.	%	No.	%
1. Do you have first hand knowledge of school settings in which there is a plan for providing career education programs and practices in a differentiated manner for exceptionally gifted and talented students?	47	21.8	169	78.2
2. Do you have first hand knowledge of school settings in which the career education needs of exceptionally gifted and talented students have been assessed?	40	18.5	176	81.5
3. Do you have first hand knowledge of school settings in which teachers have received special preparation to provide career education in differentiated programs and practices for exceptionally gifted and talented students?	37	17.1	179	82.9
4. Do you have first hand knowledge of school settings in which special materials and resources have been identified and/or developed for use in providing career education for exceptionally gifted and talented students?	44	20.4	172	79.6
5. Do you have first hand knowledge of school settings in which it is intended that differentiated career education programs be provided in the near future for exceptionally gifted and talented students?	47	21.8	169	78.2
6. Are you aware of situations in which exceptionally gifted and talented students experience career education in an undifferentiated, incidental or unplanned manner?	104	48.1	112	51.9
7. Are you aware of situations in which exceptionally gifted and talented students experience career education in a differentiated manner?	49	22.7	167	77.3
8. Are you aware of the effectiveness of differentiated career education for exceptionally gifted and talented students?	24	21.2	89	78.8

*Not all respondents answered all items.

TABLE II A

TEACHERS'
RESPONSES TO THE QUESTIONNAIRE
REGARDING THE STATUS OF CAREER
EDUCATION PROGRAMS FOR EXCEPTIONALLY
GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=25

QUESTIONS	Responses*			
	Yes		No	
	No.	%	No.	%
1. Do you have first hand knowledge of school settings in which there is a plan for providing career education programs and practices in a differentiated manner for exceptionally gifted and talented students?	8	32	17	68
2. Do you have first hand knowledge of school settings in which the career education needs of exceptionally gifted and talented students have been assessed?	6	24	19	76
3. Do you have first hand knowledge of school settings in which teachers have received special preparation to provide career education in differentiated programs and practices for exceptionally gifted and talented students?	5	20	20	80
4. Do you have first hand knowledge of school settings in which special materials and resources have been identified and/or developed for use in providing career education for exceptionally gifted and talented students?	4	16	21	84
5. Do you have first hand knowledge of school settings in which it is intended that differentiated career education programs be provided in the near future for exceptionally gifted and talented students?	5	20	20	80
6. Are you aware of situations in which exceptionally gifted and talented students experience career education in an undifferentiated, incidental or unplanned manner?	8	32	17	68
7. Are you aware of situations in which exceptionally gifted and talented students experience career education in a differentiated manner?	7	28	18	72
8. Are you aware of the effectiveness of differentiated career education for exceptionally gifted and talented students?	19	26	16	74

*Not all respondents answered all items.

TABLE II B

ADMINISTRATORS'
RESPONSES TO THE QUESTIONNAIRE
REGARDING THE STATUS OF CAREER
EDUCATION PROGRAMS FOR EXCEPTIONALLY
GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=136

QUESTIONS	Responses*			
	Yes		No	
	No.	%	No.	%
1. Do you have first hand knowledge of school settings in which there is a plan for providing career education programs and practices in a differentiated manner for exceptionally gifted and talented students?	31	22.8	105	77.2
2. Do you have first hand knowledge of school settings in which the career education needs of exceptionally gifted and talented students have been assessed?	23	16.9	113	88.1
3. Do you have first hand knowledge of school settings in which teachers have received special preparation to provide career education in differentiated programs and practices for exceptionally gifted and talented students?	25	18.4	111	81.6
4. Do you have first hand knowledge of school settings in which special materials and resources have been identified and/or developed for use in providing career education for exceptionally gifted and talented students?	29	21.3	107	78.7
5. Do you have first hand knowledge of school settings in which is intended that differentiated career education programs be provided in the near future for exceptionally gifted and talented students?	33	24.3	103	75.7
6. Are you aware of situations in which exceptionally gifted and talented students experience career education in an undifferentiated, incidental or unplanned manner?	64	47.1	72	52.9
7. Are you aware of situations in which exceptionally gifted and talented students experience career education in a differentiated manner?	30	22.1	106	77.9
8. Are you aware of the effectiveness of differentiated career education for exceptionally gifted and talented students?	17	23.3	56	76.7

*Not all respondents answered all items.

TABLE II C

KINDERGARTEN THROUGH SIXTH GRADE PROFESSIONALS' RESPONSES TO THE QUESTIONNAIRE REGARDING THE STATUS OF CAREER EDUCATION PROGRAMS FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=41

QUESTIONS	Responses*			
	Yes		No	
	No.	%	No.	%
1. Do you have first hand knowledge of school settings in which there is a plan for providing career education programs and practices in a differentiated manner for execptionally gifted and talented students?	6	14.6	35	85.4
2. Do you have first hand knowledge of school settings in which the career education needs of exceptionally gifted and talented students have been assessed?	4	9.8	37	90.2
3. Do you have first hand knowledge of school settings in which teachers have received special preparation to provide career education in differentiated programs and practices for exceptionally gifted and talented students?	4	9.8	37	90.2
4. Do you have first hand knowledge of school settings in which special materials and resources have been identified and/or developed for use in providing career education for exceptionally gifted and talented students?	5	12.2	36	87.8
5. Do you have first hand knowledge of school settings in which it is intended that differentiated career education programs be provided in the near future for exceptionally gifted and talented students?	7	17.1	34	82.9
6. Are you aware of situations in which exceptionally gifted and talented students experience career education in an undifferentiated, incidental or unplanned manner?	18	43.9	23	56.1
7. Are you aware of situations in which execptionally gifted and talented students experience career education in a differentiated manner?	8	19.5	33	80.5
8. Are you aware of the effectiveness of differentiated career education for exceptionally gifted and talented students?	2	10.0	18	90.0

*Not all respondents answered all items.

TABLE II D

SEVENTH THROUGH TWELFTH GRADE PROFESSIONALS' RESPONSES TO THE QUESTIONNAIRE REGARDING THE STATUS OF CAREER EDUCATION PROGRAMS FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=42

QUESTIONS	Responses*			
	Yes		No	
	No.	%	No.	%
1. Do you have first hand knowledge of school settings in which there is a plan for providing career education programs and practices in a differentiated manner for exceptionally gifted and talented children?	11	26.2	31	73.8
2. Do you have first hand knowledge of school settings in which the career education needs of exceptionally gifted and talented students have been assessed?	9	21.4	33	78.6
3. Do you have first hand knowledge of school settings in which teachers have received special preparation to provide career education in differentiated programs and practices for exceptionally gifted and talented students?	5	11.9	37	88.1
4. Do you have first hand knowledge of school settings in which special materials and resources have been identified and/or developed for use in providing career education for exceptionally gifted and talented students?	13	31.0	29	69
5. Do you have first hand knowledge of school settings in which it is intended that differentiated career education programs be provided in the near future for exceptionally gifted and talented students?	14	33.3	28	66.7
6. Are you aware of situations in which exceptionally gifted and talented students experience career education in an undifferentiated, incidental or unplanned manner?	22	52.4	20	47.6
7. Are you aware of situations in which exceptionally gifted and talented students experience career education in a differentiated manner?	9	21.4	33	78.6
8. Are you aware of the effectiveness of differentiated career education for exceptionally gifted and talented students?	3	14.3	18	83.7

*Not all respondents answered all items.

a greater awareness of career education programs for exceptionally gifted and talented students than did the group working with Kindergarten through six grades.

Those respondents who reported a first-hand knowledge of career education programs for exceptionally gifted and talented students were asked to identify specific practices employed in these programs and to indicate the practices that were used to facilitate the development of student career awareness, career exploration and/or career preparation. Their responses appear in TABLE III. From an examination of these data the reader will note that the three most frequently mentioned practices were:

a. the use of community resource persons,
b. field trips, and
c. guidance and counseling.

These data further indicate that a range of practices are used to facilitate student career awareness, exploration and preparation. As might be expected, apprenticeships, work-study and placement services were mentioned as being used most frequently to facilitate student career preparation (skill and competency building). In TABLES IIIA, IIIB, IIIC and IIID data are presented which permit a comparison of the responses given by teachers and administrators to items related to practices employed. These tables also permit a comparison of the responses of those respondents who work mostly with grades Kindergarten through six and those respondents who work mostly with grades seven through twelve. While no important differences appear among the responses given by these groups,the pattern of the responses provided by those who work with grades seven through twelve differs somewhat from that of the other groups. There would appear to be more career education

TABLE III

COMPOSITE OF
RESPONSES TO THE QUESTIONNAIRE REGARDING CURRENT CAREER EDUCATION
PRACTICES FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=216

Possible Practices (From Question # 12) Considering specific school situations about which you have first hand knowledge, please check the box for those practices listed below which are used in providing career education specifically for exceptionally gifted and talented students.	Response* By placing a check in the appropriate columns below, indicate if you consider the practice(s) which you checked in question 12 to function mostly as:							
	Total Responses		Facilitating Career Awareness		Facilitating Career Exploration		Facilitating Career Preparation (Skills & Competencies)	
	No.	%	No.	%	No.	%	No.	%
Formal units of study	46	21.3	18	39.1	5	10.9	8	17.4
Career days	55	25.5	24	43.6	11	20.0	7	3.2
Field Trips	65	30.1	29	44.6	13	20.0	2	3.1
Counseling	63	29.2	15	23.8	13	20.6	9	14.3
Work/study experience	54	25.0	2	3.7	4	7.4	28	51.9
Community resource persons	70	32.4	29	41.4	9	12.9	3	4.3
Community settings	35	16.2	6	17.1	9	25.7	4	11.4
Placement services	25	11.6	--	----	3	12.0	15	60.0
Guidance	58	26.9	17	29.3	8	13.8	8	13.8
Reading	50	23.1	20	40.0	4	8.0	2	4.0
Role Playing	43	19.9	15	34.9	9	20.0	5	11.6
Apprenticeships	24	11.1	--	----	--	----	16	66.7
Writing	44	20.4	11	25.0	7	15.9	7	15.9
Resumes	26	12.0	3	11.5	5	11.2	10	38.5
Applications	31	14.4	2	6.7	5	16.1	12	40.0
Reports	39	17.9	8	21.6	5	13.5	7	18.9

*Not all respondents answered all items.

TABLE III A

TEACHERS'
RESPONSES TO THE QUESTIONNAIRE REGARDING CURRENT CAREER EDUCATION
PRACTICES FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=25

Possible Practices (From Question # 12) Considering specific school situations about which you have first hand knowledge, please check the box for those practices listed below which are used in providing career education specifically for exceptionally gifted and talented students.	Response* By placing a check in the appropriate column below, indicate if you consider the practice(s) which you checked in question 12 to function mostly as:							
	Total Responses		Facilitating Career Awareness		Facilitating Career Exploration		Facilitating Career Preparation (Skills & Competencies)	
	No.	%	No.	%	No.	%	No.	%
Formal units of study.	6	24	3	50.0	1	16.7	1	16.7
Career days.	5	20	2	40.0	2	40.0	-	----
Field trips	8	32	6	75.0	-	----	1	12.5
Counseling	7	28	2	28.6	3	42.9	-	----
Work/study experience.	6	24	-	----	2	33.3	2	33.3
Community resource persons	9	36	4	44.4	2	22.2	-	----
Community settings	5	20	2	40.0	3	60.0	-	----
Placement services	1	4	-	----	1	100.	-	----
Guidance	6	24	2	33.3	1	16.7	1	16.7
Reading.	5	20	2	40.0	-	----	2	40.0
Role Playing	3	12	1	33.3	1	33.3	-	----
Apprenticeships.	2	8	-	----	-	----	2	100.
Writing.	5	20	1	20.0	1	20.0	1	20.0
Resumes.	3	12	1	33.3	-	----	2	66.7
Applications	3	12	1	33.3	-	----	1	33.3
Reports.	5	20	2	40.0	1	20.0	-	----

*Not all respondents answered all items.

TABLE III B

ADMINISTRATORS'
RESPONSES TO THE QUESTIONNAIRE REGARDING CURRENT CAREER EDUCATION PRACTICES FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=136

Possible Practices (From Question # 12) Considering specific school situations about which you have first hand knowledge, please check the box for those practices listed below which are used in providing career education specifically for exceptionally gifted and talented students.	Response* By placing a check in the appropriate column below, indicate if you consider the practice(s) which you checked in question 12 to function mostly as:							
	Total Responses		Facilitating Career Awareness		Facilitating Career Exploration		Facilitating Career Preparation (Skills & Competencies)	
	No.	%	No.	%	No.	%	No.	%
Formal units of study.	27	19.9	8	29.6	3	11.1	6	22.2
Career days.	38	27.9	17	44.7	6	15.8	5	13.2
Field trips.	41	30.1	18	43.9	9	22.0	2	4.9
Counseling	41	30.1	11	26.8	8	19.5	6	14.6
Work/study experience.	37	27.2	2	5.4	1	2.7	23	62.2
Community resource persons	42	30.9	16	38.1	7	16.7	3	7.1
Community settings	21	15.4	4	19.0	5	23.8	3	14.3
Placement services	17	12.5	--	----	-	----	13	76.5
Guidance	39	28.7	11	28.2	5	12.8	6	15.4
Reading.	32	23.5	13	40.6	4	12.5	1	3.1
Role Playing	25	18.4	9	36.0	7	28.0	3	12.0
Apprenticeships.	15	11.0	--	----	-	----	10	66.7
Writing.	25	18.4	7	28.0	5	20.0	4	16.0
Resumes.	15	11.0	3	20.0	3	20.0	3	20.0
Applications	20	14.7	2	10.5	3	15.8	6	31.6
Reports.	19	14.0	4	21.1	3	15.8	5	26.3

*Not all respondents answered all items.

TABLE III C

KINDERGARTEN THROUGH SIXTH GRADE PROFESSIONALS' RESPONSES TO THE QUESTIONNAIRE REGARDING CURRENT CAREER EDUCATION PRACTICES FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=41

Possible Practices (From Question # 12) Considering specific school situations about which you have first hand knowledge, please check the box for those practices listed below which are used in providing career education specifically for exceptionally gifted and talented students.	Response* By placing a check in the appropriate column below, indicate if you consider the practice(s) which you checked in question 12 to function mostly as:							
	Total Responses		Facilitating Career Awareness		Facilitating Career Exploration		Facilitating Career Preparation (Skills & Competencies)	
	No.	%	No.	%	No.	%	No.	%
Formal units of study.	5	12.2	3	60.0	-	----	1	20.0
Career days.	4	9.8	2	50.0	1	25.0	-	----
Field trips.	12	29.3	7	58.3	1	8.3	-	----
Counseling	5	12.2	-	----	-	20.0	1	20.0
Work/study experience.	4	9.8	-	----	1	25.0	2	50.0
Community resource persons	13	31.7	9	69.2	-	----	-	----
Community settings	5	12.2	3	60.0	-	----	-	----
Placement services	0	----	-	----	-	----	-	----
Guidance	4	9.8	1	25.0	-	----	1	25.0
Reading	12	29.3	6	50.0	-	----	1	8.3
Role Playing	6	14.6	3	50.0	-	----	-	----
Apprenticeships.	0	----	-	----	-	----	-	----
Writing.	17	17.1	2	28.6	1	14.3	-	----
Resumes.	1	2.4	-	----	-	----	-	----
Applications	3	17.3	-	----	-	----	1	33.3
Reports.	6	14.6	2	33.3	-	----	1	16.7

*Not all respondents answered all items.

TABLE III D

SEVENTH THROUGH TWELFTH GRADE PROFESSIONALS' RESPONSES TO THE QUESTIONNAIRE REGARDING CURRENT CAREER EDUCATION PRACTICES FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS IN ILLINOIS

N=42

Possible Practices (From Question # 12) Considering specific school situations about which you have first hand knowledge, please check the box for those practices listed below which are used in providing career education specifically for exceptionally gifted and talented students.	Response* By placing a check in the appropriate column below, indicate if you consider the practice(s) which you checked in question 12 to function mostly as:							
	Total Responses		Facilitating Career Awareness		Facilitating Career Exploration		Facilitating Career Preparation (Skills & Competencies)	
	No.	%	No.	%	No.	%	No.	%
Formal units of study.	11	26.2	3	27.3	1	9.1	3	27.3
Career days.	13	3.1	6	46.2	2	15.4	2	15.4
Field trips.	13	3.1	5	38.5	3	23.1	1	7.7
Counseling	20	47.6	2	10.0	5	25.0	4	20.0
Work/study experience.	16	38.1	-	----	1	6.3	8	50.0
Community resource persons	14	33.3	2	14.3	3	21.3	1	17.1
Community settings	9	21.4	1	----	3	33.3	2	22.2
Placement services	8	19.0	-	----	1	12.5	4	50.0
Guidance	16	38.1	4	25.0	1	6.3	3	18.8
Reading	9	21.4	3	33.3	-	----	-	----
Role Playing	7	16.7	-	----	1	14.3	3	42.9
Apprenticeships	6	14.3	-	----	-	----	6	100
Writing.	9	21.4	2	22.2	-	----	2	22.2
Resumes.	8	19.0	1	12.5	1	12.5	4	50.0
Applications	9	21.4	-	----	1	12.5	3	37.5
Reports.	9	21.4	1	11.1	-	----	3	33.3

*Not all respondents answered all items.

practices provided in these grades than in the lower grades.

In TABLE IV the respondents' opinions regarding the future of career education for exceptionally gifted and talented students are presented as replies to two questions. Respondents indicate very strongly that career education should be provided these students in both a differentiated and an undifferentiated manner. A slightly larger number of respondents mentioned the undifferentiated than the differentiated approach.

In TABLES IVA and IVB replies to the two questions are presented each for teachers and administrators. A greater percentage of teachers than administrators indicated that differentiated rather than undifferentiated career education programs and practices should be provided exceptionally gifted and talented students.

In TABLE V respondents' suggestions relating to future career education programs and practices for exceptionally gifted and talented students appear. Regarding the kind of preparation which educators who are to help these students should receive, suggestions most frequently made concerned "how to teach the gifted," "understanding the gifted," and "understanding career education." Regarding the development of student career awareness, suggestions most frequently mentioned involved general awareness studies and out-of-school experiences. Concerning student career exploration, suggestions most frequently mentioned involved on-the-job training, field trips, independent study and internships. Lastly, regarding student career preparation (skill and competency building), suggestions most frequently given involved on-the-job training, individualized programs and internships.

TABLE IV

COMPOSITE
OPINIONS OF QUESTIONNAIRE RESPONDENTS
REGARDING THE FUTURE OF CAREER
EDUCATION FOR EXCEPTIONALLY GIFTED
AND TALENTED STUDENTS

N=192

	Responses*			
	Yes		No	
	No.	%	No.	%
1. Should undifferentiated career education programs and practices be offered for exceptionally gifted and talented students?	133	70.4	56	29.6
2. Should differentiated career education programs and practices be offered for exceptionally gifted and talented students?	128	66.7	64	33.3

*Not all respondents answered each item.

TABLE IV A

TEACHERS'
OPINIONS AS QUESTIONNAIRE RESPONDENTS
REGARDING THE FUTURE OF CAREER
EDUCATION FOR EXCEPTIONALLY GIFTED
AND TALENTED STUDENTS

N=15

	Responses*			
	Yes		No	
	No.	%	No.	%
1. Should undifferentiated career education programs and practices be offered for exceptionally gifted and talented students?	17	68	8	32
2. Should differentiated career education programs and practices be offered for exceptionally gifted and talented students?	21	87.5	3	12.5

*Not all respondents answered each item.

TABLE IVB

ADMINISTRATORS' OPINIONS AS QUESTIONNAIRE RESPONDENTS REGARDING THE FUTURE OF CAREER EDUCATION FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS

N=119

	Responses*			
	Yes		No	
	No.	%	No.	%
1. Should undifferentiated career education programs and practices be offered for exceptionally gifted and talented students?	79	69.3	35	30.7
2. Should differentiated career education programs and practices be offered for exceptionally gifted and talented students?	73	61.3	46	38.7

*Not all respondents answered each item.

TABLE V

QUESTIONNAIRE RESPONDENTS' SUGGESTIONS FOR FUTURE CAREER EDUCATION PROGRAMS AND PRACTICES FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS

QUESTIONS	RESPONSE SUMMARIES
1. What kind of preparation <u>should be</u> provided professionals who are to assist in providing career education programs and practices for exceptionally gifted and talented students?	148 participants responded to this question as indicated below: 48 noted credit for professional training on "How To Teach the Gifted" 37 noted courses in understanding the gifted 27 noted counseling and Job Training 18 noted courses in understanding Career Education 16 noted Training in Program Planning and Testing 8 noted same as for others 4 noted Leadership Training 3 noted Self Assessment/Coping Skills 3 noted Management Level Expertise (economics, Law) 3 noted Communication Skills 1 noted Individualization
2. What kind of "career awareness" programs and practices <u>should be</u> provided exceptionally gifted and talented students?	122 participants responded to this question as indicated below: 23 noted a General Career Awareness Program 21 noted out-of-school experience 16 noted same as for others 12 noted field trips 8 noted guidance classes 8 noted special speakers 5 noted special materials 5 noted decision-making classes
3. What kind of "Career Exploration" programs and practices should be provided exceptionally gifted and talented students?	167 participants responded to this question as indicated below: 29 noted on-the-job training

TABLE V (Continued)

QUESTIONS	RESPONSE SUMMARIES
3. continued. . .	26 noted field trips 20 noted independent study/internships 16 noted program planning and testing 13 noted field representatives 13 noted same as for others 8 noted community exploration for career resources 7 noted in-class exposure 7 noted prepared multi-media kits 7 noted guidance 4 noted interviews with employers 4 noted leadership training 3 noted visits to colleges, labs 3 noted self assessment and coping 2 noted special classes 1 noted no career program, more research is needed 1 noted resume preparation 1 noted community resources 1 noted library resources 1 noted administration support
4. What kind of "career preparation" (skill and competency building practices) should be provided exceptionally gifted and talented students?	83 participants responded to this question as indicated below: 20 noted on-the-job training 12 noted individualized program 11 noted internships 10 noted reading and communication skills 6 noted decision-making skills 6 noted same as for others 3 noted community education program 2 noted Honors Program 2 noted Advance Placement in College courses 2 noted Prepare for "Future" Jobs 2 noted Proficiency Test to Higher Levels 1 noted depends on students' interests 1 noted formal classes 1 noted cross-age teaching 1 noted specialized schools 1 noted post secondary training 1 noted exchange programs 1 noted Pursue the Arts

Interview Results. Interview results are presented as generalized responses to the questions of the interview guide. The interview guide appears in Appendix B.

Interviews were conducted with 102 persons chosen as a representative sample of the group of personnel involved in the study. This sample included district directors of special education or special services, directors of area vocational centers, directors of area service centers for the gifted, district directors of guidance and counseling, district personnel involved in vocational and/or gifted reimbursement programs, university personnel, counselors, administrators, and teachers. Most interviews ranged in time from twenty to forty-five minutes. With the exception of a few telephone interviews, most were conduted in person at the site of the interviewee's employment, between December, 1975 and March, 1976. The interviewees indicated continuum of agreement that their orientation toward career education was approximately as follows:

Career education focuses most sharply on learning to live. This includes productive activity which is salaried or non-salaried.				Career education focuses most sharply on the development of an individual's potential to become an economically productive member of society.
33%	22%	14%	16%	16%
Very Much	Somewhat	Not Sure	Somewhat	Very Much

Summaries of the interviewee's responses to the questions on the interview guide are presented on the following pages.

Question #1. *Are you aware of specific curriculum and/or staff development efforts to improve career education for exceptionally gifted and talented students?*

Response. Less than 33% of the respondents indicated an awareness of specific efforts in this area. Of those who answered positively, many were referring to high school level services in the area of guidance which were utilized to a greater degree by the gifted children in question. (see III, Data Regarding Current Programs and Practices)

Question #2. *Are you aware of specific differentiated programs and practices which purposefully provide exceptionally gifted and talented students with career education?*

Response. Approximately one-third of the interviewees expressed an awareness of such programs and practices. (The remaining interviewees knew of no such efforts, and thus skipped to section IV, Data Regarding Interviewees' Opinions of Needed Programs and Practices.) Those respondents who answered "yes" to this question were further questioned in the following section.

Question #3. *Are you aware of efforts to develop curriculum (Programs, practices, and materials) for use in providing career education for exceptionally gifted and talented students? If yes, please describe and explain.*

Response. The personnel who responded to this question described a wide variety of curriculum efforts aimed at providing career education for gifted and talented students. Specialized internships incorporating field experiences had been arranged by one area Service Center for the Gifted with high school students specially talented in specific fields. A pilot middle grade program in the same school district emphasized community-career education and futuristic planning.

Local educational agencies have utilized a variety of career education provisions for gifted and talented students, including committees formed to study the possibilities of a K-12 career education curricula, community intern programs for gifted high school students, and DAVEA (IGLS) Plan of Learning delivery. It was noted that the Arlington Heights Center for

Career Education provides workshops on this topic in conjunction with the regional Area Service Center for Gifted Education. An enrichment approach entitled "Project People of Peoria" was also described as an integrative approach to career education for the gifted. Certain curricular components perceived by interviewees as representing career education efforts for the gifted fell short of the criteria because of their lack of differentiation from programs offered to all students. These included such items as the provision of a wide range of curriculum offerings, a self-pacing curriculum, and the attempts of teachers to relate career opportunities to various subject areas.

Question #4. *Are you aware of activities intended to develop professional skills and competencies needed to effectively provide career education for exceptionally gifted and talented students? If yes, please describe and explain.*

Response. The staff at one school was using the previously mentioned "Project People" in Peoria as a program model. Another interviewee knew of packets designed for this purpose at a particular school district, and an Artist in Residence program was described as staff development oriented as well as student oriented. However, aside from these specific comments, most interviewees knew of little staff development in this area. Several approaches were again included as being applicable or available to gifted students (i.e., credit on salary schedule for renewal of work skills) but did not represent specifically differentiated efforts to deal with the gifted student population.

Question #5. *Are you aware of differentiated programs and practices which provide career awareness experiences for exceptionally gifted and talented students? If yes, please describe and explain.*

Response. One informant stressed the high level of career education awareness generated in the DAVEA program and another mentioned the effectiveness of summer programs for gifted students at a local college. The middle grades in one district were known to have gifted programs whose teachers incorporated the career education practices of Project ABLE into their curriculum. These were the only reported programs and practices that differentiated between the gifted

student and the other students. Many other provisions for all student in the schools, such as career oriented field trips, college and vocational counselors, "college nights," tutorial programs, alternative schools, and individualized enrichment, were noted to include gifted children, but none of these practices represented differentiated education for the gifted.

Question #6. *Are you aware of differentiated programs and practices which provide career exploration experiences for exceptionally gifted and talented students? If yes, please describe and explain.*

Response. Response to this question included most of the same ideas as Question 3 (see above). It was noted that space limits in vocational schools favor entrance by gifted students and follow-up to CVIS (Computerized Vocational Information System) information provides some exploration opportunities for a few gifted students. Other programs mentioned by interviewees included a high school level internship program for gifted science students, a Youth Symphony in another state, and a reference to the experience gained in varsity sports teams and leadership roles in high school vocational clubs.

Question #7. *Are you aware of differentiated programs and practices which provide exceptionally gifted and talented students with career preparation in the form of skills and competencies? If yes, please describe and explain.*

Response. Again, most of the same programs were given as examples of this type of curricular effort. Special seminars, apprenticeships, individualized programs in art, music, and creative writing, and honors courses incorporating career education (engineering, fine arts, etc.) were included here, but the overall picture was that little differentiated programming was being provided for these students at any age level. It was generally "felt" by many of those interviewed that the gifted probably profited from the general opportunities made available to the entire student body relative to career education.

Question #8. *What kind of curriculum and staff development activities do you think are needed to improve career education offerings for exceptionally gifted and talented students?*

Response. Most of those interviewed saw a need for more inservice training for staff development, including university coursework and short seminars offered on extension. Areas such as human relations, learning styles, individualization of instruction, guidance and counseling, problem solving and productive thinking, management skills and the philosophy, theory, and methods of career education were considered very important. It was suggested that career counselors be sensitized to be non-sexist in their own orientation and performance, and that open and flexible environments be created to nurture career education programs.

The many suggestions for curriculum development included the following:

a) Provide alternative ways to express talent.
b) Further develop procedures and techniques for identifying gifted students.
c) Teach teachers to be community-oriented and to utilize resource people within their disciplines.
d) Develop a flexible curriculum which insures the inclusion of all areas of knowledge based on student needs and interests.
e) Start career education awareness early in elementary school.
f) Let industrial and business communities become aware of the special talents of these students, and arrange field experiences for this gifted group.
g) Exchange teaching/industrial personnel.
h) Place a teacher with specialized knowledge and interest in career education in each school to consult with the staff on career education programming.
i) Seek leadership from the Illinois Office of Education, universities, and other experts on the implementation of career education programs.

Two interviewees felt this was all very unnecessary for the gifted, and one other felt he should wait for state guidelines before proceeding with any plans in this area.

Question #9. *What kind of career awareness programs and practices do you think are needed for exceptionally gifted and talented students?*

Response. Several interviewees stated that current career awareness programs are serving the needs of all students including

the gifted, and they saw no real need for differentiated programs here. Of those who did feel more was needed, the majority felt that gifted students should be exposed to as great a variety of careers as possible, and should be allowed to go beyond the school walls to become aware of these careers. Emphasis was placed on early implementation of this type of programming, with role models and personal contact in a field setting taking precedence over experts' visits to the classroom. It was suggested that every teacher should take some of the responsibility for this process, and individualization was again mentioned as a necessary component of these programs. Other ideas included contests with professionals, special service projects in the community, emphasis on a multi-talent approach, futuristics, seminars and group investigations, and multi-grade programs.

Question #10. *What kind of career exploration programs and practices do you think are needed for exceptionally gifted and talented students?*

Response. A few respondents expressed the opinion that this was unnecessary, but the most frequent responses again referred to flexibility of scheduling and the exploration of careers in the community setting. Field trips, opportunities for individual research, utilization of community colleges and universities for high school students, internships, special speakers, simulation games, role playing and use of multi-media materials were all mentioned frequently. The need to confront the problems as well as the joys of a career was emphasized, as was better counseling and the increase of self-awareness and responsibility through career exploration. Given ideal conditions, most respondents would provide exposure to career experiences on a first-hand basis using, whenever possible, community resources.

Question #11. *What kind of career preparation programs and practices do you think are needed for exceptionally gifted and talented students?*

Response. Responses to this question repeated the themes of flexibility and practicality with in-depth contact with business, industry, and service agencies and the acceleration of the gifted students through the various career education stages. Skill specification and "attitude training" were considered important.

The suggestion was made that the high school and college cooperate in planning a student's entry process into an occupation. Several interviewees stressed early involvement and better follow-through with long-term programs. One respondent felt that direction counseling of students in terms of marketability of skills, and work/study opportunities in the professions would be very beneficial to the gifted student. Emphasis was again placed on creative thinking and problem-solving skills, and freedom to follow interests, provision of many materials and personnel resources, and avoidance of routine job placement at low entry levels in certain professions were suggested as contributors to the motivation and preparation of the gifted and talented. The opportunities and challenges of the entry personnel should be made known to exceptionally gifted and talented students in ways appropriate to their interests and abilities.

Question #12. *If you were given the responsibility for establishing a program to provide career education for exceptionally gifted and talented students, what would the program be like?*

Response. The comments here echoed previous answers, with added references to the necessity of having a well-prepared staff; the formation of an advisory board or council for the program; a needs assessment to be done with focus on local and regional business and industry; and the provision for extensive contact with people in top positions in all career areas. Of course, the need for extensive funding for such programs was recognized; as was the need for flexibility and mobility. The need for more in-depth and accelerated career education programs for gifted and talented students was expressed.

Several respondents felt incapable of discussing ideal programs because of their lack of knowledge about existent programs in this area, and some of the few people interviewed who were working with the gifted disagreed about the importance of career education for these students. In general, the ideas that were offered repeated earlier suggestions concerning career education for the gifted and supported the notion that little is being done for these students in this vital area of education.

Summary of the Findings. While both the questionnaire and the interview findings indicated a need for career education programs and practices for exceptionally gifted and talented students, there would appear to be career education opportunities provided for theses students in Illinois. The findings include suggestions for future career educatior programs and for the preparation of educators who would provide these programs.

The responses to the questionnaire and the interview were in general agreement and provide a pattern of similarity.

IV. CONCLUSIONS

The following nine conclusions, based on the findings of this exploratory study, are presented as generalizations of responses to the two questions posed in the statement of the problem for the study.

1) As operationally defined in this study, differentiated career education programs and practices for exceptionally gifted and talented students in the elementary and secondary schools of Illinois were found to be scattered, few in number and generally not fully developed. There appears to be very little purposeful and systematic effort being made to integrate programs and practices in career education and gifted education in order to provide differentiated career education experiences for exceptionally gifted and talented students in Illinois.

2) Those exceptionally gifted and talented students in Illinois who participate in career education activities generally do so as part of programs and practices offered to all students.

3) The literature indicates that throughout the United States the past decade (1965-1976) has been a period of increased interest and activity in both career education and in the education of exceptionally gifted and talented students. However, it is mostly near the end of the decade that the literature reflects much concern for differentiated career education experiences for exceptionally gifted and talented students. Current programs and practices in this area are few in number and tend to be isolated. Three southeastern states, Virginia, North Carolina, and Florida, appear to be leaders in providing exceptionally gifted and talented students with differentiated career education programs.

4) Those practices which seem to be the most effective in providing career education experiences for exceptionally gifted and talented students feature:
    a) independent learning,
    b) flexibility in scheduling and assignment,
    c) extensive use of community settings and field resource people,
    d) greater in-depth experiences than those provided most students,
    e) hands-on experiences,
    f) cooperative planning involving students, parents, teachers, and resource persons,
    g) planned and sequenced, rather than random experiences,

h) students assuming considerable responsibility for their learning,
i) individualized instruction and counseling, and
j) special career reports, field trips and career days.

5. Most of the students who are identified as exceptionally gifted and talented are also verbally fluent. There appears to be a tendency to over emphasize vicarious and verbal learning modes at the expense of modes involving direct-contact and hands-on experiences. If learning involves a quest for meaning, then a traditional college-preparation program with emphasis on verbal learning, even though customary, convenient and efficient, may be incomplete and ineffective as a primary approach to career education even for gifted students.

6. Although in the minority, it would seem that a sizeable number of Illinois educators do not agree that exceptionally gifted and talented students should be provided differentiated career education programs or practices.

7. The interaction between those educators primarily concerned with career education and those educators primarily concerned with educating the exceptionally gifted and talented students is insufficient to achieve cooperative programs or an integration of their efforts.

8. Interviewers noted a lack of understanding on the part of many interviewees regarding both career education and the education of gifted and talented students.

9. There is a lack of sufficient leadership, support and coordinated effort at the state, regional and district levels to develop and implement differentiated career education programs and practices for exceptionally gifted and talented students in Illinois.

V. RECOMMENDATIONS

The findings and conclusions of the study support the following six recommendations:

1. The Illinois Office of Education, especially personnel from the Department of Adult, Vocational and Technical Education, the Career Education Cluster of the Program Planning and Development Team and the Office for the Gifted Children Program should meet jointly and review their involvement and interest in providing career education for exceptionally gifted and talented students. If it is determined that there is sufficient commitment within I.O.E. to make an increased effort in this area, plans should be formulated and implemented cooperatively to provide state-wide leadership, support and direction for developing and operationalizing differentiated career education programs and practices for these students. Included in this effort to place specific emphasis on the gifted students should be:

   a) the development and dissemination of related program descriptions, guides and materials for teachers and counselors,
   b) a series of in-service workshops held throughout the state for the purposes of disseminating materials; upgrading teachers, counselors' and administrators' knowledge and skills; and encouraging educators to develop and implement in their schools career education experiences that will serve the career development needs of gifted students, and
   c) demonstration projects developed and used as dissemination and change agent centers (the activities at Mendota High School and Project People in Peoria provide a basis upon which demonstration centers

could be developed).

2. Those educators involved with school district reimbursement programs - both vocational and gifted programs - should be encouraged by the I.O.E. to cooperate in providing differentiated career education experiences for exceptionally gifted and talented students in their districts.
3. Directors of area vocational centers and area centers for the education of gifted students should meet jointly with I.O.E. personnel to explore ways in which they can function cooperatively to facilitate differentiated career education programs and practices for exceptionally gifted and talented students in the areas that they serve.
4. Personnel within I.O.E. should identify persons and resources in the state's colleges and universities that could be used in developing and implementing career education for exceptionally gifted and talented students. The colleges and universities should be encouraged to provide relevant inservice and preservice training for teachers and administrators.
5. Personnel working in the I.O.E.-supported area service centers, AVTE Regional Directors and other I.O.E. service specialists, should provide leadership and consultant help to local district educators in developing a directory and description of community resources which could be used in differentiated career education programs for exceptionally gifted and talented students.
6. The I.O.E. should contract to have conducted in the spring

of 1980 a study similar to the one reported here. A study of this nature could use the results of the study reported here as baseline data and, thus, permit an assessment of both needs and progress.

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APPENDIX A

Northern Illinois University

January 13, 1976

Dear Educator:

Northern Illinois University has received a special contract from the Department of Adult, Vocational and Technical Education, Illinois Office of Education to conduct a research and development activity entitled, "An Exploratory Study of Professional Opinions and Current Practices Regarding Career/Vocational Education for Exceptionally Gifted and Talented Students."

We are asking educators who work in either of these fields to report awarenesses of career/vocation educational programs and/or practices being advocated or provided in kindergarten through high school settings for exceptionally gifted and talented students. Additionally, we are seeking opinions about the kind of career/vocational education that should be provided exceptionally gifted and talented students.

You can make an important educational contribution by taking about ten minutes to respond to the questions on the enclosed instrument and then mailing it to me in the postage-free addressed envelope provided herein.

The results of the study will be made available at a conference to be held in the summer of 1976. You may obtain the results through Educational Resources Information Center (ERIC) or upon request to the Department of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777. It is expected that the report of the study will be available in July, 1976.

Thank you for your assistance.

Sincerely,

Joseph R. Ellis
Professor of Education
and Director of the Study

JRE:jer

Enclosure (Please see the reverse side of this letter for the operational definitions for the study.)

Coordinator of Research and Services | College of Education | DeKalb, Illinois 60115 | 815 753-0442

Northern Illinois University is an equal opportunity employer

AN EXPLORATORY STUDY OF PROFESSIONAL OPINIONS
AND CURRENT PRACTICES REGARDING CAREER/VOCATIONAL
EDUCATION FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS

Operational Definitions

The Gifted Student[1] - Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

1.) General intellectual ability
2.) Creative or productive thinking
3.) Specific academic aptitude
4.) Leadership ability
5.) Visual and performing arts
6.) Psychomotor ability

Differentiated Education for the Gifted[2] - "Differentiated education or services" means that process of educational instruction which adaptable to varying levels of individual learning response in the education of the gifted and talented and includes but is not limited to:

1.) A differentiated curriculum embodying a high level of cognitive and affective concepts and processes beyond those normally provided in the regular curriculum of the local educational agency;
2.) Instructional strategies which accommodate the unique learning styles of the gifted and talented; and
3.) Flexible administrative arrangements for instruction both in and out of school, such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, and other appropriate arrangements.

Career Education[3] - Career Education is a systematic attempt to increase career options available to individuals and to facilitate more rational and valid career planning and preparation. It:

1.) facilitates the acquisition, processing, and integration of information by the individual;
2.) enhances the decision-making process;
3.) provides alternatives for action through programs that are designed to equip the individual with skills to start his or her career; and
4.) provides for continuous recycling of information, decision-making, and action through retraining and upgrading of skills.

Career education includes all productive activity which is salaried or nonsalaried, extending throughout life.

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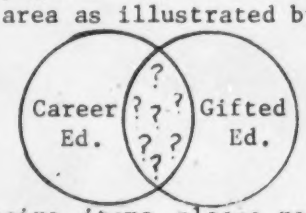
1. Kenneth B. Hoyt and Jean K. Hebeler, ed., Career Education for Gifted and Talented Students (Salt Lake City: Olympus Publishing Company, 1974), p. 85.
2. Federal Register, Office of Education, February 1975.
3. Adapted from Hoyt and Hebeler, op.cit., p. 31-32, 164.

A QUESTIONNAIRE FOR AN EXPLORATORY STUDY OF PROFESSIONAL OPINIONS AND CURRENT PRACTICES REGARDING CAREER/VOCATIONAL EDUCATION FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS

A Cooperative Project by the Division of Vocational and Technical Education, State of Illinois and Northern Illinois University

January, 1976

Directions. This questionnaire is designed to obtain two sets of responses from you: (1) a report of current school programs and practices about which you have first-hand knowledge and which provide career education for exceptionally gifted and talented students, and (2) your opinion about the kind of career education programs and practices which schools should provide for exceptionally gifted and talented students. The reports and opinions sought are for the overlapping area as illustrated by the circles below:



Before looking at the questionnaire items please read the three operational definitions appearing on the opposite page and use them as a frame of reference.

Please give the information requested by placing a check or a written response in the space provided for each item. For some items, you may need to check more than one alternative.

Mail the completed questionnaire in the enclosed addressed postage-free envelope by February 1, 1976.

Section I. Reference Data.

1. My main position is:

_____ teacher (specify)

_____

_____ administrator (specify)

_____

_____ other (specify)

_____

2. My responsibilities are mostly at the level of:

___ K-6; ___ 7-12; ___ 13-14;

___ University; ___ Other (specify)

_____

3. My work is mostly with:

_____ a state agency

_____ a university

_____ a junior college

_____ "gifted" service center

_____ vocational service center

_____ special programs for gifted students

_____ special career education programs

_____ special education activities

_____ other (specify)

_____

_____

Section II. Reports of Existing Programs and Practices

Do you have first hand knowledge of school settings in which:

4. there is a plan for providing career education programs and practices in a differentiated manner for exceptionally gifted and talented students?

_____ No

_____ Yes. If yes:

At what level _____

Describe briefly _____

_____

_____

_____

_____

_____

5. the career education needs of exceptionally gifted and talented students have been assessed?

_____ No

_____ Yes. If yes:

At what level _____

Describe briefly _____

_____

_____

_____

_____

_____

6. teachers have received special preparation to provide career education in differentiated programs and practices for exceptionally gifted and talented students?

_____ No

_____ Yes. If yes:

At what level _____

Describe briefly _____

_____

_____

_____

_____

_____

7. special materials and resources have been identified and/or developed for use in providing career education for exceptionally gifted and talented students?

_____ No

_____ Yes. If yes:

At what level _____

Describe briefly _____

_____

_____

_____

_____

_____

8. it is intended that differentiated career education programs be provided in the near future for exceptionally gifted and talented students?

_____ No

_____ Yes. If yes:

At what level _____

Describe briefly _____

9. Are you aware of situations in which exceptionally gifted and talented students experience career education in an undifferentiated, incidental or unplanned manner?

_____ No

_____ Yes. If yes:

At what level _____

Describe briefly _____

10. Are you aware of situations in which exceptionally gifted and talented students experience career education in a differentiated manner?

_____ No*

_____ Yes. If yes:

At what level _____

Describe briefly _____

*If you answered No to both questions #9 and #10, skip to Section III, Question #14.

11. Are you aware of the effectiveness of differentiated career education for exceptionally gifted and talented students?

_____ No

_____ Yes. If yes:

At what level _____

Describe briefly _____

12. Considering specific school situations about which you have first hand knowledge, please check the box for those practices listed below which are used in providing career education specifically for exceptionally gifted and talented students.

13. By placing a check in the appropriate column below, indicate if you consider the practice(s) which you checked in question 12 to function mostly as:

		Facilitating Career Awareness	Facilitating Career Exploration	Facilitating Career Preparation (Skills & Competencies)	Not Sure
Formal units of study	☐				
Career days	☐				
Field trips	☐				
Counseling	☐				
Work/study experience	☐				
Community resource persons . . .	☐				
Community settings	☐				
Placement services	☐				
Guidance	☐				
Counseling	☐				
Reading	☐				
Role Playing	☐				
Apprenticeships	☐				
Writing	☐				
Resumes	☐				
Applications	☐				
Reports	☐				
Other practices (specify)	☐				
_____	☐				
_____	☐				

Section III. Opinions About The Kind of Career Education Programs and Practices Which Should Be Provided Exceptionally Gifted and Talented Students.

In your opinion:

14. should undifferentiated career education programs and practices be offered exceptionally gifted and talented students?

_____ No

_____ Yes

15. should differentiated career education programs and practices be offered exceptionally gifted and talented students?

_____ No; if you answered no to both questions #14 and #15, do not respond to the remaining questions. Return the questionnaire in the enclosed envelope. THANK YOU.

_____ Yes

16. What kind of preparation should be provided professionals who are to assist in providing career education programs and practices for exceptionally gifted and talented students?

17. What kind of "career awareness" programs and practices should be provided exceptionally gifted and talented students?

18. What kind of "career exploration" programs and practices should be provided exceptionally gifted and talented students?

19. What kind of "career preparation" (skill and competency building) programs and practices <u>should be</u> provided exceptionally gifted and talented students?

20. If you have additional related opinions and/or comments you would like to express, please do so here.

Return the completed questionnaire to: Dr. Joseph R. Ellis
College of Education
Northern Illinois University
DeKalb, Illinois 60115

APPENDIX B

AN EXPLORATORY STUDY OF PROFESSIONAL OPINIONS AND CURRENT PRACTICES REGARDING CAREER/VOCATIONAL EDUCATION FOR EXCEPTIONALLY GIFTED AND TALENTED STUDENTS

A Division of Vocational and Technical Education-
Northern Illinois University Cooperative Project

Interview Guide

DIRECTIONS: (Interviewer read) This interview will follow a series of questions which are designed to obtain a response from you concerning your awareness and your opinion of career education programs and practices for exceptionally gifted and talented students. As you respond to these questions, please do so in terms of the operational definitions which the study is using for gifted students, differentiated education, and career education. Feel free to respond with the assurance that you will not be identified in the report of the study. (Interviewer present operational definitions sheet for interviewee's reference during the interview.)

I. Reference Data: Date _____ Place _____ Interviewer _____

A. Interviewee's position: _____

B. Interviewee's affiliation: _____

C. Educators differ in their orientation toward career education. Please indicate your present opinion on the scale below regarding the purpose of career education. Where are you on the continuum?

Career education focuses most sharply on learning to live. This includes productive activity which is salaried or non-salaried.				Career education focuses most sharply on the development of an individual's potential to become an economically productive member of society.
Very Much	Somewhat	Not Sure	Somewhat	Very Much

II. Preliminary Data:

A. Are you aware of specific curriculum and/or staff development efforts to improve career education for exceptionally gifted and talented students?

Yes _____ No _____

B. Are you aware of specific differentiated programs and practices which purposefully provide exceptionally gifted and talented students with career education. (If no, interviewer skip to IV.) If yes, proceed.

Yes _____ No _____

III. Data Regarding Current Programs and Practices:

A. Are you aware of efforts to develop curriculum (programs, practices and materials) for use in providing career education for exceptionally gifted and talented students? If yes, please describe and explain.

B. Are you aware of activities intended to develop professional skills and competencies needed to effectively provide career education for exceptionally gifted and talented students? If yes, please describe and explain.

C. Are you aware of differentiated programs and practices which provide career awareness experiences for exceptionally gifted and talented students? If yes, please describe and explain.

D. Are you aware of differentiated programs and practices which provide career exploration experiences for exceptionally gifted and talented students? If yes, please describe and explain.

E. Are you aware of differentiated programs and practices which provide exceptionally gifted and talented students with career preparation in the form of skills and competencies? If yes, please describe and explain.

IV. Data Regarding Interviewee Opinions of Needed Programs and Practices:

A. What kind of curriculum and staff development activities do you think are needed to improve career education offerings for exceptionally gifted and talented students?

B. What kind of career awareness programs and practices do you think are needed for exceptionally gifted and talented students?

C. What kind of career exploration programs and practices do you think are needed for exceptionally gifted and talented students?

D. What kind of career preparation programs and practices do you think are needed for exceptionally gifted and talented students?

E. If you were given the responsibility for establishing a program to provide career education for exceptionally gifted and talented students, what would the program be like?

F. Who do you know in this area that I should talk with about career education for exceptionally gifted and talented students.

Name: _____ Address: _____ Phone: _____

Position: _____ _____

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